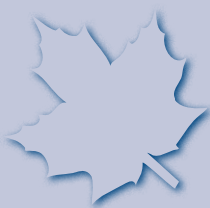


Measure Up

Fall 2011

Assessment news for middle school teachers



Did you know?

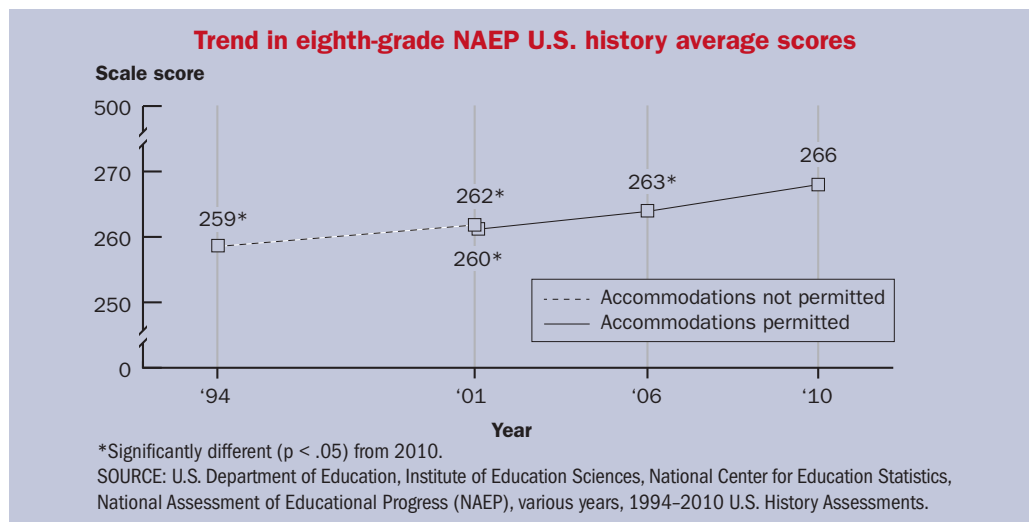
- **The NAEP long-term trend assessment will be administered in reading and mathematics to 9-, 13-, and 17-year-olds during the 2011-2012 academic year.**
- **The long-term trend assessment period for 13-year-olds is October 10, 2011 – December 16, 2011.**
- **Results for the NAEP 2011 reading and mathematics assessments will be released later this academic year.**



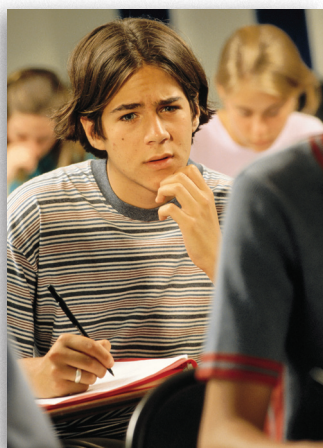
NAEP 2010 U.S. History Results

Students in grades 4, 8, and 12 participated in the 2010 National Assessment of Educational Progress (NAEP) in U.S. history. At each grade, students responded to questions designed to measure their knowledge of American history in the contexts of democracy, culture, technological and economic changes, and our nation's changing world role.

A nationally representative sample of more than 11,000 eighth-graders participated. The graph below shows the average scale scores of eighth-graders over time. The average score on the 2010 NAEP U.S. history assessment at grade 8 was higher than the scores in the three earlier assessment years. Eighth-graders scored 3 points higher in 2010 than in 2006 and 6 points higher than in 1994.



NAEP results are reported as percentages of students performing at or above the *Basic* and *Proficient* levels and at the *Advanced* level. The percentage of eighth-grade students at or above *Basic* increased. Sixty-nine percent of students performed at or above the *Basic* level in 2010, and 17 percent performed at or above the *Proficient* level. The percentage of students at or above *Basic* was higher in 2010 than in earlier assessment years. There was no significant change in the percentage of students at or above *Proficient* from 2006 to 2010; however, the percentage in 2010 was higher than in 1994. One percent of students performed at the *Advanced* level in 2010, which was not significantly different from the percentages in 1994 or 2006.



Grade 8 U.S. History Achievement Levels

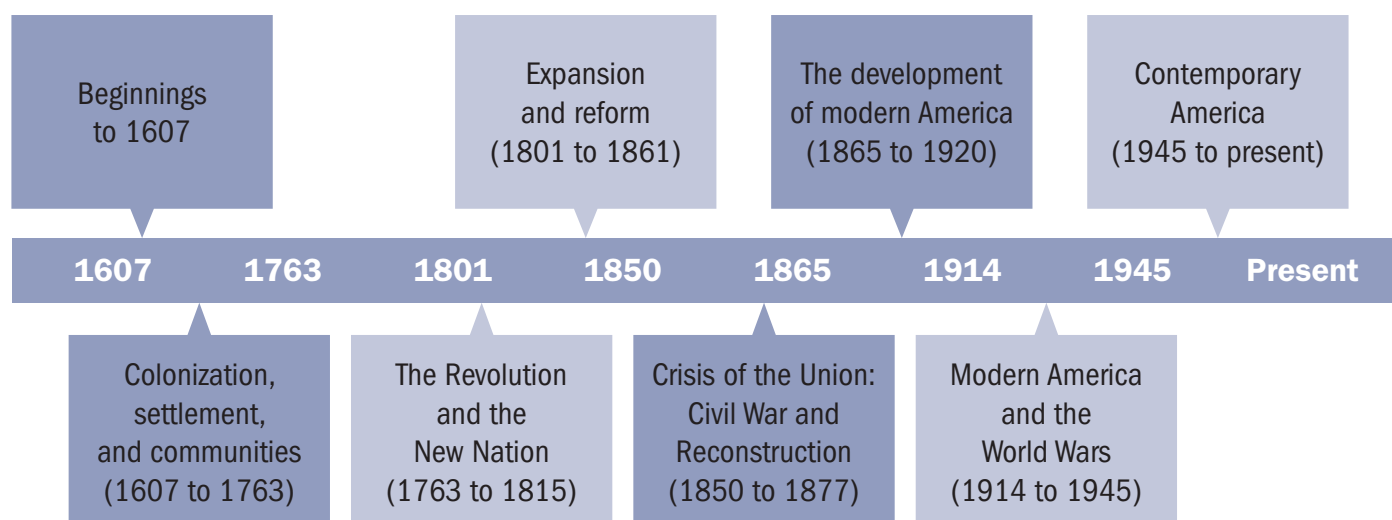
In the 2010 NAEP U.S. history assessment, 69 percent of eighth-graders performed at or above the *Basic* level. Examples of skills demonstrated by students performing at the three different achievement levels are shown below.

Achievement Level	Description	Eighth-graders performing at this level can...
Basic	<i>Basic</i> denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.	Identify a result of Native American-European interaction.
Proficient	<i>Proficient</i> represents solid academic performance, with students demonstrating competency over challenging subject matter.	Identify a domestic impact of war.
Advanced	<i>Advanced</i> represents superior academic performance.	Explain two differences between plantations and small farms in antebellum South.

NAEP 2010 U.S. History Content

According to the U.S. history framework developed by the National Assessment Governing Board, the assessment was organized around three main components: *Themes in U.S. History*, *Periods of U.S. History*, and *Ways of Knowing and Thinking about U.S. History*.

Eight chronological periods were used in developing the assessment to ensure appropriate chronological coverage. The periods focus attention on several major eras of U.S. history and overlap at times. The eight periods are as follows:

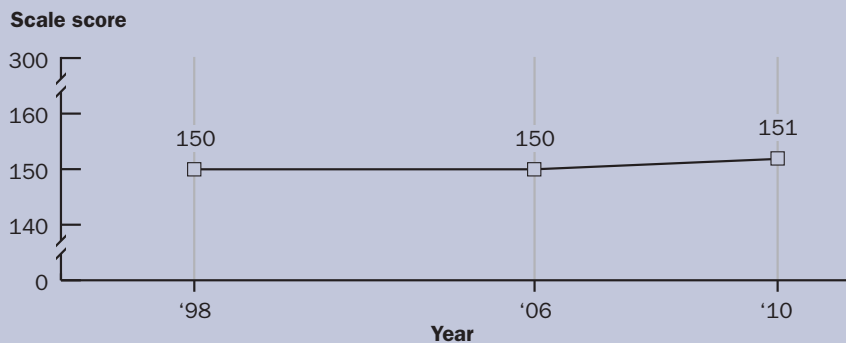


NAEP 2010 Civics Results

A nationally representative sample of about 9,600 eighth-graders participated in the 2010 National Assessment of Educational Progress (NAEP) in civics. Students responded to questions designed to measure the civics knowledge and skills that are critical to the responsibilities of citizenship in our nation's constitutional democracy. As the graph below shows, the average score on the NAEP civics assessment in 2010 at grade 8 was not significantly different from the scores on previous assessments in 2006 and 1998.



Trend in eighth-grade NAEP civics average scores



* Significantly different ($p < .05$) from 2010.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2006, and 2010 Civics Assessments.

78% of eighth-graders reported studying about Congress in 2010.

Grade 8 Civics Achievement Levels

In the 2010 NAEP civics assessment, 72 percent of eighth-graders performed at or above the *Basic* level and 28 percent of eighth-graders scored below the *Basic* level. Examples of skills demonstrated by students performing at the three different achievement levels are shown below.

Achievement Level	Description	Eighth-graders performing at this level can...
Basic	<i>Basic</i> denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.	Identify a right protected by the First Amendment.
Proficient	<i>Proficient</i> represents solid academic performance, with students demonstrating competency over challenging subject matter.	Identify a reason to join a political party.
Advanced	<i>Advanced</i> represents superior academic performance.	Identify a limit on the power of the United Nations.

Classroom Context: Civics Classroom and Activities

About 34 percent of eighth-graders reported taking part in debates or panel discussions on a monthly basis.

What Is The Nation's Report Card?

The Nation's Report Card informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. By collecting and reporting information on student performance at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected. The privacy of individual students and their families is protected, and the identities of participating schools are not released.

This publication was prepared for the National Assessment of Educational Progress by Westat under contract (ED-07-CO-0083) to the National Center for Education Statistics, U.S. Department of Education.

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If you want to...

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Learn about the NAEP long-term trend assessment	The Nation's Report Card at http://nationsreportcard.gov/ltt_2008/ltt0016.asp
View NAEP data for a particular state or contact your NAEP State Coordinator	The National Center for Education Statistics at http://nces.ed.gov/nationsreportcard/states
Access specific results for a grade level, subject, jurisdiction, and/or demographic groups	The NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata
Find information regarding the types of questions used on NAEP assessments or view subject-specific questions	The NAEP Questions Tool at http://nces.ed.gov/nationsreportcard/itmrlsx
Download a Sample Questions booklet that contains sample test questions for the upcoming and previous assessments	The National Center for Education Statistics at http://nces.ed.gov/nationsreportcard/about/booklets.asp
Learn more about NAEP frameworks and how policy is drafted for each NAEP assessment	The National Center for Education Statistics at http://nces.ed.gov/nationsreportcard/frameworks.asp
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